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# ENG 3402-001: Methods of Teaching Literature in Secondary Schools

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**English 3402: Methods of Teaching Literature in Secondary Schools****Dr. Robin L. Murray****Office: CH 3351****Office Hours: M 1-3; TR 2-3:15 and by appnt.****Spring 2014 Tuesday and Thursday from 12:30-1:45****Phone: 549-0199 before 10 p.m.****Email: [rlmurray@eiu.edu](mailto:rlmurray@eiu.edu)****Course Description:**

This course will provide theoretically-based, yet practical ways to integrate literature, reading, and media literacy in a language arts classroom. The course centers on creating a literature unit and rationale that builds on a well-planned language arts class. Students will gain an understanding of current literary and pedagogical theory and its application by reading and responding to literary and secondary texts. Live-text submission of a literature unit are a required component of the course.

**Texts:**Alvarez, Julia. *In the Time of the Butterflies*.Beers, Kylene. et al. *Adolescent Literacy*.Beers, Kylene and Probst, Robert. *Notice and Note: Strategies for Close Reading*Daniels, Harvey and Steineke, Nancy. *Mini-Lessons for Literature Circles*Morrison, Toni. *The Bluest Eye*.Smagorinsky, Peter. *Teaching English By Design*.**Course Objectives: In accordance with NCTE Guidelines, upon completion of this course the teacher-candidate will**

1. understand the roles that literature can play in the secondary curriculum,
2. understand that students vary in their approaches to learning and, when teaching literature, create instructional opportunities that are adaptable to individual differences of learners,
3. recognize the importance of including a variety of literary genres in literary study,
4. use a variety of instructional strategies, when teaching literature, to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology,
5. recognize issues surrounding the "canon" and what they imply about the literature included in the secondary classroom,
6. know and be able to implement procedures for handling potential censorship issues,
7. understand and use a variety of assessment strategies, when teaching literature, to evaluate and modify the teaching/learning process,
8. be aware of and able to implement a variety of culturally diverse literatures in the secondary classroom,
9. be aware of a variety of young adult literature and arguments for and against its use in the secondary classroom,
10. be familiar with (and apply) a variety of resource materials available to the literature teacher.

Common Core Standards also apply, including the following:

- [CCSS.ELA-Literacy.RL.9-10.1](#)
- [CCSS.ELA-Literacy.RL.9-10.2](#)
- [CCSS.ELA-Literacy.RL.9-10.3](#)
- [CCSS.ELA-Literacy.RL.9-10.4](#)
- [CCSS.ELA-Literacy.RL.9-10.5](#)
- [CCSS.ELA-Literacy.RL.9-10.6](#)
- [CCSS.ELA-Literacy.RL.9-10.7](#)
- [CCSS.ELA-Literacy.RL.9-10.9](#)
- [CCSS.ELA-Literacy.RL.9-10.10](#)

**Course Requirements (All must be completed to receive credit):**

1. **Journaling and Quizzes:** Journaling will reflect careful reading and synthesis of course materials. Your journal responses will serve as a source for discussion in class as a whole or in small groups. I will provide prompts for these journals but will also encourage writing beyond an answer to the questions I suggest. These journal entries will sometimes test knowledge of reading or presentations. Please note, I will collect these periodically.
2. **Argument paper for Literature Unit focus choice (your rationale for your focus):** You will write a 6-8 page argument paper supporting the focus you choose for your literature unit. Your paper should argue a position regarding your unit focus and support it with evidence published during the last five years. Be sure to refute the opposition as well as support your views. Your grade will also include a proposal, an outline, and a draft of your paper. Please see prompt and rubric.
3. **Literature Unit with introductory front matter:** More detailed information will be forthcoming. A lesson from your unit will be presented to the class as a teaching demonstration mini-lesson. Your grade will also include your pre-writing, drafting, and revision elements included on the course calendar. Please see prompt and rubric. **You must submit your literature unit/rationale/argument to LiveText!**
4. **Adolescent Literacy response and presentation.** These should include handouts that provide 1. a summary, 2. a personal response, and 3. a pedagogical response in a handout you distribute to me and your classmates.
5. **Theory/Philosophy of Teaching Literature.** You will write a two-page paper summarizing and analyzing your philosophy of teaching literature, taking into account **axiology, procedure, epistemology, and pedagogy**. We'll talk about these terms.
6. **Clinical Experience Essay.** The rubric for your essay will serve as a guide for your response. Your essay should be approximately four double-spaced pages long.
7. **Literacy Narrative.** You will write a narrative overview of your reading experience at home, in school, and as a college student, demonstrating the breadth of your experience and the diverse voices to which you were exposed.
8. **Close Reading Mini-Lesson:** This mini-lesson will demonstrate your knowledge of both close-reading strategies and of one of the short works included in your unit.

**Grades:** Grades will be determined as follows for a total of 100%:

1. Journal Responses	10% (100 points)
2. Argument Paper	15% (150 points)
3. Literature Unit Plan and front matter (upload unit plan to livetext)	20% (200 points)
4. Adolescent Literacy Presentation	10% (100 points)
5. Clinical Experience Essay	10% (100 points)
6. Theory/Philosophy of Literature Teaching	10% (100 points)
7. Literacy Narrative	10% (100 points)
8. Close-reading mini-lesson	10% (100 points)
	<hr/> 100% (1000 points)

**Note: Prompts and Rubrics will be distributed for all assignments except journaling.**

**Students with Disabilities:** If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

**Plagiarism:** The English Department states, "Any teacher who discovers an act of plagiarism -- 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' -- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of "F" in the course."

**Spring 2014 Tentative Course Calendar, Subject to Change**  
**English 3402, Methods of Teaching Literature**

**January**

- 14 **Introduction to the course and each other.** Ice-breaker. Nicenet intro. KWWL: What have we learned about literature and literature teaching? What do we expect and want to learn in a Literature Methods Course? What are you worried about? We'll fill in the last letter (What did you learn) as we go. Sign a contract regarding your understanding of the course and its requirements.

**Note: Students will complete a CCSS Pre-Test.**

**Assignment:** Read chapter 1 ("Students' Ways of Knowing"), 2 ("Providing Scaffolds for Student Learning"), and 3 ("Alternatives to Teacher-Led Discussions") in *Teaching English By Design* for Thursday, January 16 and prepare to respond on Nicenet.

- 16 **Nicenet response to reading.** Discussion. Explore CCSS exemplar texts for unit and choose either *In the Time of the Butterflies* (9-10) or *The Bluest Eye* (11) to read as part of your unit. The text may determine the grade level of your unit, but you have many options for your unit focus (concept) and supplementary texts.

**Assignment:** Read chapters 4 ("Planning the Whole Course"), 8 ("Why Conceptual Units"), 9 ("The Basics of Unit Design"), 10 ("Your Unit Rationale") and 11 ("Outlining a Unit") in *TEBD* for Thursday, January 23 and prepare for a journal response.

**Note:** Ms. Christy Hild will be presenting information on the Common Core Standards and the PARCC Assessment on Tuesday, January 21.

- 21 **CCSS/PARCC Presentation.** Please do take notes. This will serve as scaffolding for future assessments. Remember your assignment for Thursday: Read chapters 3 ("Alternatives to Teacher-Led Discussions"), 4 ("Planning the Whole Course"), 8 ("Why Conceptual Units"), 9 ("The Basics of Unit Design"), 10 ("Your Unit Rationale") and 11 ("Outlining a Unit") in *TEBD* for Thursday, January 23 and prepare for a journal response.

- 23 **Journal response to presentation and reading.** Discuss CCSS and reading. Brainstorm possible argument (rationale) and literature unit concepts. Note: You must include either *In the Time of the Butterflies* or *The Bluest Eye* in your unit. Your argument paper (rationale) will support a unit focus responding to your novel choice. Introduce argument paper (rationale): You will write an argument in support of your chosen concept. Please note that argument requires that you refute those opposed to teaching your concept in the high school classroom, as well.

**Assignment:** For Tuesday, choose and focus and bring in 10 articles related to your chosen unit concept. Note, you may save them to your laptop and bring it to class or insert them in an email to yourself or as links on Nicenet or links/documents on google drive or canvas.

**Assignment:** For Wednesday, choose and focus and bring in 10 articles related to your chosen unit concept. Note, you may save them to your laptop and bring it to class or insert them in an email to yourself or as links on Nicenet or links/documents on google drive or canvas. for themes. Choose one of the following:

- Adolescent relationships,
- alienation, coming of age,
- conflict with authority,
- coping with loss,
- changing times,
- courageous action,
- cultural conflict,
- discrimination,
- the family,

- friends and enemies,
- gender roles,
- generations,
- identity,
- immigration,
- influences on personality,
- justice,
- loss of innocence,
- love,
- rites of passage,
- war and peace.

- 28 **Argument articles due.** Peer review and conference articles for lit. unit focus and argument paper on Nicenet. Discuss the argument paper format and integration of quotations from your sources.

**For next time: outline your argument**—position, claims in support of your position, refutation of counterarguments, conclusion—and **think about where you might insert your evidence** (need at least one source for each claim). Begin reading your chosen novel (*In the Time of Butterflies* or *Bluest Eye*)

- 30 **Outlines due.** Share your outlines with a peer. Introduce literature circles and begin discussing your novel with your peers.

**Complete draft of your argument paper for Tuesday, February 4.**

## February

- 4 **Argument drafts due.** Peer review and conference your drafts. Literature circles, continued.

**Assignment:** Read chapters 5, “Goals for Conventional Writing Assignments,” 6, “Goals for Unconventional Writing Assignments,” and 7, “Responding to Student Writing” for Thursday. Note: Your argument revision will be due on Tuesday, February 11.

- 6 **Journaling in response to reading.** Discuss written responses. Introduce the literature unit assignment—a unit revolving around the concept you chose for your argument paper.

**Assignment:** Read chapter 12, “Setting Up the Construction Zone, 13, “Introductory Activities,” and 14, “Down and Dirty. Daily Planning” in TEBD for Tuesday and complete your revision of your argument paper.

- 11 **Argument Papers due. Reflect on your writing.** Discuss reading. **Book Tasting** on works to accompany the novel for your unit (exemplar texts, etc.). Literature circles, continued.

**Assignment:** Complete your novel for Thursday, February 13.

- 13 **Applied quiz on your novel.** Mini-lesson on unit plan front matter, blurbs, assignment sheets, assessment techniques (including rubrics), etc. Literature Circles, continued. Common Core, continued.

**Assignment:** Complete your front matter for Tuesday, February 18. Remember to write rationales for your main texts that include lexiles from Novel-list, reasons why you chose your texts, and reasons why those opposed are wrong.

- 18 **Front matter draft due.** Peer reviews and mini-conferences on front matter.

**Assignment:** Draft your first week of daily blurbs and at least one assignment sheet and rubric for Thursday, February 20. Remember your assignment sheet should include information about the following: audience, purpose, explanation for assignment that includes persona and message, and scope and format. Your rubric should align with your assignment sheet.

- 20 **Daily blurb examples and assignment sheet/rubric due.** Common Core, continued. Discuss daily blurbs, assignment sheets, and rubrics. Share them with your peers and turn in for comments.

**Assignment:** Complete a rough draft of your literature unit for Tuesday, February 25.

- 25 **Literature unit and front matter drafts due for peer review and conferences.** Discuss censorship and CCSS. Read selections from NCTE website for Thursday and prepare for quiz.

- 27 **Quiz on Censorship materials.** Discuss CCSS and censorship, book rationales and *Mini-Lessons for Literature Circles*.

## March

- 4 **Literature Units due!** Reflect on your writing and submit to livetext along with your argument (rationale). Introduce literacy narratives. Discuss *Mini-Lessons for Literature Circles*.

**Assignment:** Read selections from *Mini-Lessons for Literature Circles* for Thursday.

- 6 **Journaling in response to reading.** Apply what learned from reading to novels and shorter works in your literature circles.

**Assignment:** Complete your literacy narrative drafts for the Tuesday after Spring Break.

## 10-14 Spring Break! No Classes

- 18 **Literacy Narrative drafts due.** Peer review your literacy narratives. Literature units returned.

**Note:** If you choose to revise your literature unit, the revision will be due on Tuesday, April 29.

**Assignment:** Choose one chapter each from *Adolescent Literacy* and prepare a presentation for your peers and instructor for Thursday, March 20.

- 20 **Adolescent Literacy Presentations. Book tasting—beyond the exemplar texts.** Introduce *Notice and Note*.

Note: there is a Screenwriting workshop facilitated by Hannah Leskosky, an MFA student at 3:30 in the Doudna Lecture Hall.

**Assignment:** Revise literacy narratives and Read pp. 10-63, *Notice and Note* for Tuesday, March 25.

- 25 **Journaling in response to reading. Literacy Narratives due with reflection.** Discuss and apply reading in relation to CCSS. Introduce mini-lesson assignment: Teach a close reading strategy and apply it to a short work of your choice.

**Assignment:** Read pp. 65-111, *Notice and Note* for Thursday, March 27.

- 27 **Journaling in response to reading.** Discuss and apply reading in relation to CCSS.

**Assignment:** Read pp. 112-188, *Notice and Note* for Tuesday, April 1.

## **April**

- 1 **Nicenet response and discussion and application of reading in relation to CCSS.** Introduce clinical experience essay and philosophy of teaching literature.

**Assignment:** Draft your philosophy of teaching literature for Thursday, April 3.

- 3 **Philosophy draft due for peer review and conferences.**

**Assignment:** Draft your clinical experience essay for Tuesday, April 8.

- 8 **Clinical Experience Essay draft due for peer review and conferences.**

**Assignment:** Revise your philosophy and clinical experience essay for Thursday, April 10.

- 10 **Philosophy and Clinical Experience Essays due.** Reflect on your writing on Nicenet. Mini-lesson on CCSS and close reading of informational texts/media.

- 15 **Journaling in response to mini-lesson.** Mini-lesson on CCSS and close reading of informational texts/media. PARCC and PERA.

- 17 **Journaling in response to mini-lesson.** Mini-lesson on CCSS and close reading of informational texts/media. PARCC and PERA, cont.

- 22 **Nicenet response.** Mini-lesson on CCSS and close reading of informational texts/media. PARCC and PERA, cont.

- 24 **CCSS post-test. Close-reading Mini-lessons?**

- 29 **Close-reading Mini-lessons. Revisions of Literature Unit due.**

## **May**

- 1 **Close-reading Mini-lessons**



